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ABSTRACT

This two-volume set presents 11 papers on the state of the art in learning and behavioral disabilities, the first volume, Part A, includes 6 papers providing theoretical perspectives and, the second volume, Part B, includes 5 papers on intervention research. The theoretical papers are: "Defining Emotional or Behavioral Disorders: Divergence and Convergence" (Kenneth A. Kavale and others); "The Emotional Domain: Self-Concept and Depression in Children with Learning Disabilities" (Nancy Heath); "Phonological Awareness and Learning Disabilities: Using Research To Inform Our Practice" (Eileen Wynne Ball); "Mathematical Difficulties in Young Children: Cognitive and Developmental Perspectives" (Nancy C. Jordan and Teresea Oettinger Montani); "Theoretical, Technical, and Practical Aspects of the S-Cognitive Processing Test: The Development of a Dynamic Assessment Measure" (H. Lee Swanson); and "Quantitative Synthesis of Survey Research: Methodology and Validation" (Thomas E. Scruggs and Margo A. Mastropieri). The papers which address intervention research are: "Treatment of Serious Antisocial Behavior" (Sonja K. Schoenwald and others); "Interventions for Students with Attention Deficit Hyperactivity Disorder: A Review of the Literature" (Marjorie Montague and others); "A Selective Synthesis of Intervention Research for Students with Learning Disabilities: Is There General Support for a Strategy Deficit Model?" (H. Lee Swanson and others); "Strategic Learning in Students with Learning Disabilities: The Role of Self-Awareness and Self-Perception" (Lynn Meltzer); and "Reading Comprehension: A Synthesis of Research in Learning Disabilities" (Margo A. Mastropieri and others). (Individual papers contain extensive references.) (DB)